World Languages

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July19-23, 2004. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

Title

Publisher
Item Evaluated
Content Level   **Copyright Date**
ISBN   **Date of Evaluation**

<p style="text-align:center"><strong style="color:red">Recommended   YES   NO</p>

Publisher's Explanation of Reviewer's Comments:

Technology Strengths	**Technology Weaknesses**
Instruction & Assessment Strengths	**Instruction & Assessment Weaknesses**
Organization & Structure Strengths	**Organization & Structure Weaknesses**
Resource Materials Strengths	**Resource Materials Weaknesses**

Technology Comments

Equipment

Windows	Macintosh	CD ROM	Sound
Equipment Other			

Grade Level

Primary	Intermediate	Middle	High

Audience

Individual		Small Group		Large Group	

Rating Scale: 0-Not applicable;   1-None of the time;   2 Minimally;   3-Some of the time;   4-Most of the time

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Format

Stand Alone/Independent		Integrated		Supplemental	

Cost

Single Copy		School Version	
Network Version		Online	
Site License		Lab Pack	

Type of Software

Simulation		Tutorial		Critical Thinking	
Management		Exploratory		Utility	
Interdisciplinary		Creativity		Type of Software - Other	
Problem Solving		Drill and Practice			

Management

	Allows customizing for individual learning needs
	Allows Students to exit and resume later
	Keeps student's performance record, where needed
	Allows control of various aspects of software (sound)
	Allows printed reports

Presentation/Interface

	Presents material in organized manner
	Consistent, easy-to-use, on-screen instructions
	Developmentally correct presentation/ format
	Adapts to different learning styles/multiple intelligences
	Accessible for special needs students
	Runs smoothly, without long delays
	Easy-to-view text and graphics
	Easy-to-hear and understand sounds
	Avoids unnecessary screens, sounds, and graphics
	Provides immediate, appropriate feedback
	Presentation/Interface Comments

Rating	*Strength*	*Weakness*
Identifies a Sense of Purpose		

Rating Scale: 0-Not applicable;   1-None of the time;   2 Minimally;   3-Some of the time;   4-Most of the time

Rating	*Strength*	*Weakness*

Provides Guiding Questions and Instructional Objectives

Develops and Builds on Student Ideas

Encourages student to become an independent learner (performer, creator, speaker)

Assesses Student Progress – Commonwealth Accountability Testing System (CATS) "like" Assessment is provided. Variety of Assessments (diagnostic, formative, Summative, open response, multiple choice, individual, small group, oral demonstrations, presentations, portfolio prompts) is included, Performance assessment opportunities are also included.

Enhances the Learning Environment

Reading level appropriate for interest and ability level of intended student group; level remains consistent throughout

Includes activities and opportunities for integration of technology

Reflects research-based practices (e.g. hands-on activities, technology, problem-solving situations) engaging students and promoting student thinking

Is aligned to the Program of Studies and Core Content for Assessment

Includes opportunities for writing (reviews / personal response / reflection)

Rating	*Strength*	*Weakness*

Language skills (listening, speaking, reading, writing) balanced and integrated within each lesson.

Rating Scale: 0-Not applicable;   1-None of the time;   2 Minimally;   3-Some of the time;   4-Most of the time

Rating	*Strength*	*Weakness*

Students are given opportunities to communicate in target language in contextual, meaningful, and authentic situations for interpersonal, interpretiv presentational modes/purposes.

Materials provide opportunities for students to express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disag 1.1.B1)

Materials provide opportunities for students to respond to one-on-one interactions, simple questions and simple requests. (WL – 1.1.B2)

Materials provide opportunities for students to incorporate appropriate gestures in conversations.

Materials provide opportunities for students to create descriptions within contexts. (WL – 1.1.B6)

Materials provide opportunities for students to exchange information with peers and others. (WL – 1.1.B7)

Materials provide opportunities for students to use different ways to express the same idea WL – 1.1.03

Materials provide opportunities for students to understand and interpret written and spoken language on a variety of topics.

Materials provide opportunities for students to respond appropriately to familiar directions, instructions and commands. (WL – 1.2.B1)

Materials provide opportunities for students to identify and use some aural, visual and contextual clues to derive meaning. (WL 1.2.B4)

Materials provide opportunities for students to identify main ideas and key words in level appropriate speech and print material. (WL 1.2.B7)

Rating Scale: 0-Not applicable;   1-None of the time;   2 Minimally;   3-Some of the time;   4-Most of the time

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Rating	*Strength*	*Weakness*

Materials provide opportunities for students to present prepared material (e.g., poems, dialogues, songs) to audiences. (WL – 1.2.B3)

Materials provide opportunities for students to summarize main ideas of selected authentic and/or contextualized materials (e.g., stories, TV comme (WL – 1.3.B7)

Materials provide opportunities for students to narrate events using some temporal expressions (e.g., tell what they are going to do for their birthda

Textbook/instructional material is organized according to the natural acquisition of language through function.

Emphasis is placed on lifelong learning by suggesting uses of the target language for personal enjoyment and enrichment.

Students are given opportunities to gain knowledge and understanding of other cultures, as well as their own.

Cultural information is authentic and current.

Cultural information reflects the diversity within the cultures (e.g. race, economics, political, social).

Cultural information is presented in the target language whenever possible.

Material integrates Arts and Humanities when possible.

Material provides opportunities for students to develop an understanding of the relationships between the products and perspectives of the culture students opportunities to:

Rating Scale: 0-Not applicable;   1-None of the time;   2 Minimally;   3-Some of the time;   4-Most of the time

Rating			*Strength*		
Yes	No	*Identify common words, phrases and idioms*	Yes	No	*Identify social, geographic, political factors that impact cultural practice*
Yes	No	*Identify commonly held generalizations about target culture*	Yes	No	*Identify differences and similarities among same-language cultures*
Yes	No	*Identify products, expressive forms, contributions, objects, images, and symbols of target culture*			

Cultural information reflects the influence of the target culture in the United States and around the world.

Content reinforces knowledge of other disciplines through the target language.

Linguistic connections are made among languages.

Structural patterns are identified in both the target language and the student's own language.

Historical connections are made among languages.

Materials provide connections with target culture through technology media, and authentic resources.

Rating Scale: 0-Not applicable;   1-None of the time;   2 Minimally;   3-Some of the time;   4-Most of the time